UNIVERSIDAD TÉCNICA DE MANABÍ

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

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THE INTRINSIC MOTIVATION IN THE CLASSROOM AND ITS IMPACT ON THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF FIRST YEAR OF BACCALAUREATE IN "ELEODORO GONZÁLEZ CAÑARTE" PUBLIC HIGH SCHOOL IN JIPIJAPA, YEAR 2017.

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1.   DEDICATIONS

To God for giving me the wisdom to culminate this works with success. To my parents who have supported with everything needed to achieve my goals. To all my classmates and teachers with whom I shared many things such as the science and the knowledge in different situations. Finally, to my family and friends who with their presence and councils have been always by my side.

Zuleyka Luna

To God for giving me the opportunity to finish my studies successfully, to my teachers for having trained me in order to be a successful professional, to my parents for the unconditional support provided during all my studies, to my husband and my daughter who inspired me day after day,

Betsy Macias Tepán

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We are grateful to God for having given us health and strength to reach this goal, which is an important stage of our life, and our family, and friends for being with us in moments and situations in which we needed their help and wise counsel that have been essential to our lives. It would be selfish of us not to recognize the hard work of our professors who have trained us; hence, we offer our sincerest respect to them as a sign of gratitude

Finally, thanks to the students and teachers of "Eleodoro González Cañarte" Public High School for allowing us to carry out this work in this Educational Institution and my director of thesis for helping and guiding me in all the research work.

The authors

3.   CERTIFICACION DEL TUTOR

APROVAL OF ADVISOR

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Facultad de Filosofía, Letras y Ciencias de la Educación
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Portoviejo, julio del 2016

Lcda. Liliana del Rocío Loor Salmon, Mg. Sc.

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El trabajo de titulación, modalidad de investigación con el tema **"THE INTRINSIC MOTIVATION IN THE CLASSROOM AND ITS IMPACT ON THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF FIRST YEAR OF BACCALAUREATE IN "ELEODORO GONZÁLEZ CAÑARTE" PUBLIC HIGH SCHOOL IN JIPIJAPA, YEAR 2017"**.

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INDEX

CONTENTS	pages

7. RESUMEN

UNIVERSIDAD TECNICA DE MANABI

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

LA MOTIVACIÓN INTRINSECA EN EL AMBIENTE ESCOLAR Y SU INCIDENCIA EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL PRIMER AÑO DE BACHILLERATO GENERAL UNIFICADO DE LA UNIDAD EDUCATIVA FISCAL ELEODORO GONZÁLEZ CAÑARTE DEL CANTÓN JIPIJAPA, PERIODO 2017 .

El presente trabajo investigativo expone estrategias motivacionales que permiten despertar el interés de los estudiantes en el aprendizaje del inglés como segunda lengua. Se puede apreciar la importancia que tiene al motivar al alumno, ya que no solo se requiere impartir conocimientos generales para acoplar a los jóvenes y mantener el interés en sus diferentes edades, sino también de impartir la enseñanza de acuerdo a las necesidades reales de cada estudiante. Con la aplicación de estrategias motivacionales tales como: el aprendizaje cooperativo, el enfoque comunicativo y las inteligencias múltiples que están enfocadas en un aprendizaje en parejas-grupos, favoreciendo una relación de amistad, aceptación y cooperación entre los educandos, tener una actitud más activa del estudiante hacia el aprendizaje, enfatizan el uso de una comunicación más real y lo más importante que los estudiantes desarrollen al máximo sus competencias comunicativas. Se obtuvo importante información de 29 encuestados entre docentes y estudiantes, la hipótesis fundamental plantea que más de un 50% de los informantes emplean la motivación como estrategia de aprendizaje en el aula. La conclusión de esta investigación tiene que ver con la necesidad de elaborar una guía de estrategias motivacionales para el docente, las mismas que pueden ser aplicadas a los estudiantes del I de bachillerato y pueden ser adaptadas de acuerdo a las necesidades del docente. Los beneficiarios del presente trabajo serán las autoridades, docentes y estudiantes de la institución donde se realizó la investigación.

PALABRAS CLAVES: Estrategias motivacionales, enfoque comunicativo, trabajo cooperativo.

8.   ABSTRACT

UNIVERSIDAD TECNICA DE MANABI
Faculty of Philosophy, Letters and Sciences of Education
Major of Languages and Linguistics

THE INTRINSIC MOTIVATION IN THE CLASSROOM AND ITS IMPACT ON THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF FIRST YEAR OF BACCALAUREATE IN "ELEODORO GONZÁLEZ CAÑARTE" PUBLIC HIGH SCHOOL IN JIPIJAPA, YEAR 2017

This research work shows Motivational Strategies to catch the interest of students in learning English as a second language. You can see how important is to motivate students, as not only imparting general knowledge required to involve young people and maintain interest in their different ages, but also, to provide education according to real needs of each student. With the application of motivational strategies such as Cooperative Learning, the Communicative Approach and Multiple Intelligences, they are focused on doing more attractive the learning process in pairs, groups, favoring a friendship, acceptance and cooperation among them, to have a more active student towards learning, this work emphasizes the use of a more real communication and the most important for students to develop their communicative competences. Important information was obtained from 29 respondents between teachers and students; the fundamental hypothesis states that more than 50% of respondents apply motivation and learning strategy in the class. The conclusion of this research is concerned with the need to develop a Motivational Strategy Guide for the teacher; this guide can be applied to students of I year of baccalaureate and can be adapted according to the needs of teachers. The beneficiaries of this work will be the authorities, teachers and students of the institution where the research took place.

KEYWORDS: Motivational strategies, communicative approach, team work
.

1.   THEME

"THE INTRINSIC MOTIVATION IN THE CLASSROOM AND ITS IMPACT ON THE ENGLISH LANGUAGE LEARNING IN STUDENTS OF FIRST YEAR OF BACCALAUREATE IN "ELEODORO GONZÁLEZ CAÑARTE" PUBLIC HIGH SCHOOL IN JIPIJAPA, YEAR 2017"

2.   PROBLEM STATEMENT

As education is positively changing, the government keeps implementing policies and educational models aimed at reaching a high standard education in all educational establishments in the country. In this sense, it is considered that the motivation in the classroom could influence positively or negatively on the acquisition of knowledge during the school years.

All over the world, professionals of education and in general all participants of the different education systems try to get involved in continuous processes of change and curricular reforms, in order to meet the standards of quality in learning English. However, in recent years, the major crisis in the history of education with reference to language learning has occurred. In addition, educational institutions do not have adequate school environments, teaching resources, material and human resources in order to meet the demands of a society that continually seeks to develop and be part of that change.

In the Republic of Ecuador, the school environment for learning is ruled out by a set of regulations and laws that are in the Constitution of the Republic of Ecuador. The New Regulations, and the New Organic Law of Intercultural Education and the other agreements issued to regulate the operation of public, private and missionary educational institutions. However, in many educational institutions poor motivation is present and that can be caused by as a set of situations: poor teacher training, lack of teaching materials, poor family culture, low level of leadership in education authorities among others.

In "Eleodoro González Cañarte" Public High School, about five years ago, a marked deficiency in English learning has been evident, one of its main causes is the poor motivation in the classroom, this is affecting directly in the student performance. This makes

consider that if motivation is improved in this school, the problem can be solved, without forgetting the other aspects related to the educational process. To achieve this, the teacher must implement pedagogical methods, making the classroom become a source of knowledge that generates a friendly atmosphere and students see the teacher as an artist or magician capable of transmitting knowledge offering confidence and good humor when developing their school activities.

2.1   PROBLEM FORMULATION.

What are the factors that strengthen the intrinsic motivation for the development of the English learning process in students of "Eleodoro González Cañarte" Public High School during the year 2016?

2.2.   DEFINITION OF THE PROBLEM

FIELD: Education

AREA: Pedagogical

ASPECT: Intrinsic motivation when learning English

2.3.   SPATIAL DEMARCATION

This research collected and analyzed information concerning the intrinsic motivation that students have when learning English in "Eleodoro González Cañarte" Public High School located in Jipijapa, province of Manabí.

3. REVIEW OF LITERATURE AND DEVELOMENT OF THEORETHICAL FRAMEWORK

CHAPTER II

3. INTRINSIC MOTIVATION

3.1. DEFINITION.

The word motivation comes from the Latin term motus "Moved" and motio "movement". Motivation is what drives a person to perform certain actions and persist in him until fulfilling his objectives. The concept is also linked to the will and interest. In other words, motivation is the willingness to make an effort to achieve certain goals. Motivation implies the existence of any need which could be absolute, relative, for pleasure or for luxury. When a person is motivated, he believes that "something" is necessary or desirable. Motivation is the tie that brings an action to meet a need. In this sense, motivation becomes an activator of human behavior. Motivational states, like the attitudinal are generated by effect of a set of factors or variables interacting each other (Maslow, 2010).

3.2. CLASSIFICATION OF MOTIVATION

3.2.1 Positive motivation**:** It is the constant desire for improvement, guided always with a positive spirit.

3.2.2. Negative motivation**:** It is an obligation that enforces a person through punishments, threats, etc. family or society.

3.2.3. Intrinsic Motivation**:** When the person sets his interest in the study or work, always showing improvement and personality in achieving his goals and aspirations.

3.2.4. Intrinsic motivation toward realization**:** The individuals focus more on the process of achievements than on the results, showing pleasure and satisfaction, experienced when attempting to make or creating something.

3.2.5. Intrinsic motivation by stimulating experiences**:** Operates when someone performs an action in order to experience sensations (e.g. pleasure sensory, aesthetic, fun and exciting).

3.2.6. Extrinsic motivation**:** When the student is only learning the subject for the benefits, it offers not because he likes it.

3.2.7. External regulation**:** The behavior is regulated by external means such as rewards and punishments. For example, a student may say, "I studied the night before the test because my parents forced me to do it".

3.2.8. Introjected regulation**:** The individual begins to assume the reasons for his actions but this is not a truly self-determined assumption, because it is limited to assumptions of the past. For example: "I will study for this test because in the previous one I failed for not studying".

3.3.   MOTIVATION OF THE STUDENT IN THE CLASSROOM.

In the course of history of motivation in the classroom, certain ways to motivate learning within it has been established. In the practice of Sumerians and Egyptians, it is evident the role of the teacher and the family as the source of control. Punishment avoidance schemes are socially promoted. Social elaborations of the criteria to reach success are also made for the professionals.

Nakanishi (2002) reinforces the concepts of Dornyei when notes that motivation determines the level of effort that one puts in learning a foreign language or a second language. Just as the curriculum theory includes the acquisition of skills and attitudes, in

addition to knowledge; it should be promoted the inclusion of the acquisition of certain patterns or motivational systems among the objectives of the curriculum. This idea has been previously proposed using those patterns that promote self-regulatory systems with clear orientation toward learning (Montero and Alonso, 1990).

In the classroom, it is promoted more or less intentionally a series ideas like: the type of aim that is emphasized in the classroom, the kind of conception of intelligence the teacher promotes, the kind of interpretation of the experiences of success and failure of teachers and students.

In addition to the teacher's messages, there are other motivational elements such as the mode in which he organizes classroom activities which is a key element when considering the conscious work of motivational processes involved in the classroom. Finally, although from the point of view of empirical research, there is still much work to do, but from a well-grounded theoretical reflection it is possible to envision a coherent view of human motivation included in an educational environment.

3.4.   MOTIVATION IN THE ENGLISH CLASSROOM.

Learning another language is more complex than anyone can possibly imagine; studying a second language is not the same as studying any other subject, since the study of a second language involves engaging in a new culture, incorporating new sounds, structures, i.e. turn something foreign into something domestic (Gardner, 2001).

The study of the English language should be developed in an environment that takes into account the context. Learning a foreign language includes some essential elements as: teachers, students, physical environment, materials, emotions and motivation. 99 percent of

language students, who really want to learn a foreign language, will be in the ability to master a reasonable knowledge of it without regarding the language aptitude (Dornyei, 2005).

Nowadays, there is almost a unanimous consensus about the affective factors that influence the acquisition of a foreign language. However, the research of such variables is complicated, especially due to issues of identification and measurement. In the field of language teaching, the idea of success in teaching and learning is closely linked to the degree of student motivation is very common. None of the approaches described above offers many hopes of salvation for a student who is not motivated or has the wrong type of motivation (Ladousse, 1982).

Enlightening ideas can be derived from the concept of motivation of Gardner and MacIntyre (1993), for whom motivation is understood as an interactive dynamic process that affects no only the selection of specific objectives but also the assessment phase, giving a positive or negative reinforcement and influencing the conception of new objectives.

3.5   THE PERCEPTION OF THE ENVIRONMENT

It is defined as an experience that is in part related to the fear of communication and social assessment that can be derived from the use of a language not mastered yet, and the effect produced by the control of learning environment that occurs in class situations. In a class of languages, the immediate human environment for student is made by peers and by the teacher, with whom he establishes relations through acts of communication.

Teachers must be aware of the demands of linguistic type that class assignments demand to students and they have to adjust these demands to the state of language

development. Making students participate in class prematurely can be the cause of a problem source (Van Patten, 1987).

This is also the conclusion of an investigation by Ely (1986) suggesting that encouraging students to take risks and participate more cannot be effective. The teacher, therefore, can be a factor that affects ultimately the motivation. In the study carried out by Naiman et al (1978), some adult learners identified that having a teacher as a mistake corrector was one of the factors that influenced the most when studying a language, regardless of the initial motivation.

About teacher's characteristics, Chastain (1975) argues that the student has to appear as a source of stability and control, understood in terms of capacity to provide a sense of direction to the learning task. On the other hand, as Stevick (1976) states, the basic need for security the pupil demands would be unsatisfied.

3.6. THE RELATIONSHIP STUDENT – CLASSROOM

Bailey (1983), the issue of receptivity between classmates has immediate consequences in the techniques for classroom interaction. It is possible that some students, against what some methods say, will simply not be willing to work together with other colleagues. Sometimes, students might be in favor to cooperate and at the same time, a favorable environment can be present.

The teacher can intervene in achieving these circumstances by designing activities that encourage students to learn from each other, cooperation, and so forth. This can eliminate or reduce barriers between them. Teachers can exert a positive influence both in the language performance and in the emotional student's wellbeing in class.

3.7. THE TEACHER AND THE MOTIVATION

English teachers have a crucial role in the teaching and learning field; the perception that teachers have on learning and motivation is crucial in this process. Noels (2001) confirms that by saying that the perception of the teacher provides feedback on how to improve competition in a positive way, and it is associated with increased intrinsic motivation.

The teacher-student relationship characterized by mutual affection, respect, and confidence appears to the cause of highly academic motivation, and at the same time, help students to avoid teacher dependence (Spaulding, 1992).

Another form of motivation is generated outside the classroom, i.e. if we meet them outside the classroom (corridors for instance). Spaulding (1992) suggests chatting with them and demonstrate interest by asking them about their holidays, weekend, future plans so that, students will be taken into account, because they need to believe they are important for the teacher, not only because they have good grades, but because they are important, interesting and appreciated.

3.8. TEN STEPS TO MOTIVATE STUDENTS (EFL)

Dornyei (1998) suggest:

a. To give example with proper behavior: Students have the teacher as model in class.

b. To create a relaxed and atmosphere in class: Every teacher should be aware that student anxiety created by a tense atmosphere weakens the motivation to learn a foreign language.

c. To present activities in an appropriate way**:** The teacher should be aware that class activities must be aimed at reaching real objectives.

d. To develop a good relationship with their students: Much of the effort students put in their academic activities are in order to please the teacher. So a good relationship between teacher and student is essential in any modern educational program.

e. To increase linguistics self-confidence in students**:** It should be mentioned that self-confidence is not directly related to the ability of the person, but rather, with a skill.

f. To make classes interesting: Make the class a fun, enjoyable and not boring. The way of how students use and develop their previous knowledge, it is an element that contributes to the motivation to learn.

g. To promote student autonomy: Recent studies show that the autonomy of students goes hand with hand with motivation. Students become aware and responsible for their own learning.

h. To personalize the learning process: Students must find one or more reasons to justify attending classes. This can be achieved through adjustments according to the needs of each group.

i. To increase orientation of students' aims: It is necessary that teachers help students to establish general and specific objectives and they should be directed towards meeting both individual and group needs.

j. To familiarize students with the culture of the language they are learning: The relationship of the foreign language and culture is very important because you cannot learn, or teach a language abroad outside the cultural context and even less in isolation

Gardner says that the success of learning a language depends a lot on the affective student's predisposition towards a linguistic cultural group in study. The commandments of Dornyei (1998) show more specifically the teacher motivational components. He clarifies that there is no strategy or absolute command when learning, since the strategies are applied in different contexts that are constantly changing, where the personality of the student and teacher as well, and the structure of the group can influence the effectiveness of the strategy. Motivation is undoubtedly more complex and it is a challenge that teachers have to face nowadays (Scheidecker & Freeman 2005).

CHAPTER III

4. ENGLISH LEARNING

4.1. ENGLISH LEARNING PROCESS

Since the 80s, higher education in industrialized countries has undergone through big changes. The transition among elite universities and the mass have generated a huge growth in higher education systems and a sharp increase in the number of institutions, students and teachers, such trend in university education has been enhanced and reinforced by phenomena that have been gestating throughout the century and have grown exponentially in recent decades such as the huge diffusion of knowledge, progressive differentiation, and fragmentation of disciplines, so, without any doubt there is a different university from the traditional one.

Institutions of higher education have the task of training students to become informed citizens, deeply motivated, armed with a critical sense, capable of analyze problems of society and find solutions. Today, the teaching and learning of communication in foreign languages is a social necessity. In this context English appears as the most used for the dissemination of the scientific information through magazines, books and mainly Internet. Higher Education centers around the world are giving a great importance to teaching English, something they did not do in the past.

Therefore, the implementation of the New Higher Education Law is aiming a quality education and the importance of learning English is emphasized, so most colleges, including Universidad Técnica de Manabí agrees with the goal of enabling students to achieve mastery of the four skills of the language within the corresponding linguistic and socio-cultural

contexts, to promote learning within a communicative approach and to contribute to the formation of a human being and a proficient professional.

4.2. ENGLISH TEACHING METHODS

Through the history of teaching foreign languages there have been various types of methods, those that have exerted a greater influence or have been more popular, and have provided great results in teaching English are: the audio-lingual method, the direct method, the communicative method or grammar-translation one.

After analyzing the methods, the concerns that have driven modern innovations in the new methods are similar to those that have always been the center of discussion in teaching foreign languages. There have been changes in methods of language teaching that have been reflected in the needs of learners. The learning topic problems that are very common are not particularly new, since these types of problems have always been investigated, so the changes in the methods are insignificant.

4.3 STRUCTURAL METHOD.

Such method was conceived in the forties. It is characterized by the growing importance of learning second languages and the quick sequence of methodological proposals because of the increase of cultural exchanges and the consideration of teaching languages as a discipline worthy of study and theoretical systematization. Research in universities and specialized centers around the world has endowed with resources and tools to teachers so they can compare which is the most effective method.

4.4.   GRAMMAR TRANSLATION METHOD.

The grammar-translation method, also known as the Prussian method was the most popular in Europe and America since the mid-nineteenth century until the fifties of the twentieth century. Several versions still exist in many countries around the world. This method is based exclusively on the written aspects of the language: reading and writing. Its goal was that students learn to read and write in a foreign language by teaching grammar rules and their applications.

According to Howatt (1984), the grammar translation method is characterized by a method that focuses first on the detailed analysis of grammar rules, followed by the application of the translation of sentences and texts in a desired language. For a long time, the method was not criticized; it was assumed that it was the only way that someone could speak by giving to students a set of rules and grammatical paradigms, organized according to a grammatical model, especially in higher levels of education.

The indications and explanations were always given in the first language. The attempt to communicate through the foreign language was minimal. The teacher did not need to speak in the second language he was teaching, because it was enough to know and master their grammar since this method was based on the learning of grammar rules and the inflections of words.

4.5.   DIRECT METHOD

The direct method now known as Berlitz was derived from a previous version called the natural method developed by Sauveur in the mid-nineteenth century and then applied by Sauze. This method was natural because the student submerged into the language to learn; by induction, the student tries to discover the grammatical rules.

According to Larsen (2000), the direct method is characterized by lessons that begin with dialogues and situations using vocabulary and structures of common speech; these actions and recording are used to clarify meanings. The grammar is learned inductively, leading the student to make their own generalizations; the reading of literary texts is for pleasure, without analyzing it grammatically in detail and after that, an oral discussion is made about the topic and foreknowledge of the vocabulary.

Reading skills in the learned language is also taught inductively and the teacher has to be a native speaker of the language without being required to know the language of the students. This method had its peak at the beginning of this century. It is a method, which combines the best features of Modern methods that are:

- Reading based on cultural content.

- Limited translation.

- The teaching of grammar is induced.

- Free composition on themes taken from real life.

- Vocabulary = association of ideas.

- Direct use of the second language.

- Exercises of pronunciation, emphasizing on phonetics.

4.6. AUDIO-LINGUAL METHOD

Audio-lingual method was the scientific method developed to replace and improve the grammar translation method. The audio-lingual method was widely used during World War II as an army component. It was adopted for teaching English as a foreign language and as a second language during the fifties. According to Brooks (1964) since many languages do not have a written component, people learn to speak before reading or write, the language must be spoken in first place and leave in second place the written form.

This method has very close ties with linguistics structuralism and contrastive analysis, with respect to linguistic aspects, and behaviorism concerning the psychological theory. Unlike the grammar-translation method, this one emphasizes the spoken form of the language. It considers the grammar as a means and not as an end to teach a second language, the structures of the target language are carefully sorted and students are asked to repeat the dialogues in an attempt to develop correctly the discursive habits.

The sentences that take place during substitution exercises (structural exercises) are often relate to the syntactic point of view only and in general, have nothing to do with reality although sometimes seems like real communication, because the conversations that are memorized include greetings and language expressions.

4.7.   THE SITUATIONAL APPROACH

In the mid-60s and early 70s, many books for teaching English took a more practical approach. These books had the knowledge of teaching English in units that turnaround situations or topics such as: The Beauty Salon; The airport; The Post Office, etc., the dialogues were derived from scenarios and environment according to the situation so it was expected that the student learn vocabulary related to a specific situation or any given issue giving a situational approach Pittman (1960).

4.8.   THE COMMUNICATIVE APPROACH

The Audio-Lingual Method began to have detractors, and many linguists and psychologists were developing new learning theories. So in the late 1957, the American

linguist Noam Abraham Chomsky presents his theory of language based on the communicative competence, which is called the Communicative Approach.

According to Hymens (1972) in the communicative approach not only the grammar structures and vocabulary are important, but also the style and the functions given to the language in a particular social context, since there are different levels of communication.

The principles on which is based the Communicative Approach are to introduce a true language, that is, one which is used in a social context; language is a means of communication and not precisely the object of study. A linguistic function may have different grammatical forms; students should have the opportunity to express their ideas and opinions. Mistakes are tolerated and seen as a detour through which you also learn.

4.9.   THE SILENT WAY

Gattegno (1972) created a derivative method, the way in which language classes are organized primarily, this approach is known as learning in silence. Most of the time the teacher remains silent, speaking only what is necessary and encouraging the student to use a series of charts and color sticks to discover and build the learning, rather than repeat and memorizing.

According to Lansen-Freeman, this method exemplifies many of the characteristics of more traditional methods such as the Situational method and the Audio-Lingual method, with a strong emphasis on teacher monitoring through freer exercises for communication. (Lansen-Freeman, 1987).

4.10. CONTENT BASED, TASK BASED APPROACHES

Learning based on projects and tasks has become very popular in the last two decades, especially in second language programs (In bilingual contexts, education of groups of immigrants, and so forth), where learning by doing is particularly important.

This approach is crucial to establish relationships between language classes and other areas; in fact, learning and teaching a language is not necessarily presented in individual lessons, it can incorporate the topics of other subjects, usually through activities (tasks) and research projects carried out by students.

Emphasis is placed on freedom, equality and democracy inside classroom, both in the selection of topics and in the organization of projects, task allocation and development.

4.11 THE WHOLE LANGUAGE TEACHING

This is a pedagogical movement emerged in the United States North America; it is originally used in teaching English as a mother tongue and later extended to bilingual contexts. Recently, this approach has been introduced in situations of foreign language teaching. One of the fundamentals principles of this educational movement states that language learning goes from the general to specific, so that lessons should also develop using the same principle, starting with texts (usually tales and stories) and then precede to the study of other books in details.

Furthermore, it is believed that language is a personal and social tool; therefore, activities in the classroom must develop in both aspects, to allow students to their personal

development and their integration into society through interaction and sharing with others. The classes should focus on the student and he should use them to understand, create, discover and explore the world around him, building learning in that way. Good literature plays an important role, mainly in English language learning.

CHAPTER IV

5. ACHIEVEMENT OF OBJECTIVES

5.1 GENERAL OBJECTIVE

To determine the importance of the intrinsic motivation in the classroom and its impact on English learning in students of first year of baccalaureate in "Eleodoro González Cañarte" public high school, during the academic year 2017.

5.2 SPECIFIC OBJECTIVES

✓ To determine the strategies used by the English teacher to increase intrinsic motivation.

✓ To identify the level of motivation for learning English in the school environment.

✓ To develop a proposal according to the results obtained in this investigation.

5.3 HYPOTHESES ELABORATION AND VARIABLES DEFINITION

This research outlines the following hypotheses:

5.3.1 General hypothesis

The intrinsic motivation in the classroom influences in English learning in students of first year of baccalaureate in "Eleodoro González Cañarte" public high school, during the school term 2017.

5.3.2 Specific hypotheses

✓ Teachers use some intrinsic motivation strategies in the area of English teaching that allow them to perform educative activities with success in some topics.

✓ Students are motivated for learning English inside the classroom.

✓ The guide of activities for intrinsic motivation is a feasible solution in the learning process of English.

5.4. VARIABLES

5.4.1. Independent variable

Intrinsic motivation

5.4.2. Dependent variable:

English learning process

5.5. OPERATIONALIZATION OF VARIABLES

5.5.1 Independent variable:

Intrinsic motivation

Table 1 Operationalization of the independent variable

CONCEPT	DIMENSION	INDICATOR
Motivation: the motivation implies the existence of any need. It could be absolute, relative, for pleasure or for luxury. When someone is motivated to do something, he considers that "something" is necessary or convenient.	Intrinsic	- Self-effectiveness - Self-esteem - Attitude - Competence - Self trust
	Extrinsic	- Support - Methodology - Techniques - Environment - Didactic resources

Note prepared by the authors

5.6.2. Dependent variable:

Development of the four English linguistic skills

Table 2 Operationalization of the dependent variable

CONCEPT	DIMENSION	INDICATOR
English learning process: the learning process is an individual activity that takes place in a social and cultural context.	Traditional teaching learning process	- Memorizing - Translation - Repetitive - Dictation
	Significant learning	- Basic knowledge - Application - Integration - Human Dimension - Care - Learn to learn

Note: prepared by the authors

6. DEVELOPMENT OF RESEARCH DESIGN

6.1. LEVEL OF RESEARCH

Descriptive research: Due to its methodological approach and epistemological foundation it tends to be in descriptive order, oriented towards theoretical structures (…), it uses preferably qualitative, descriptive and unquantified information. These qualitative and interpretive paradigms are used in the study of small groups: communities, schools, classrooms

Research design

*Documentary research***:** Information from books, magazines and other types of documents was used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

*Field Research***:** surveys were applied to students of "Eleodoro González Cañarte" Public High School who are the subject of study. Therefore, the results obtained were analyzed qualitatively.

6.2. METHODS

6.2.1. Inductive - deductive method: it permits the analysis of data from surveys; this method was also useful for making conclusions and recommendations.

6.2.2 Synthetic- analytical method: This method can determine the students' drawbacks when executing self-education in English language learning. By analyzing the problem, it can be broken down into parts in order to establish specific strategies to solve it in the most appropriate and timely manner.

6.3 TECHNIQUES AND INSTRUMENTS

6.3.1. Survey: A questionnaire for students of "Eleodoro González Cañarte" Public High School of Jipijapa was conducted in order to get to know the level of autonomy that they exhibit in this institution.

6.3.2. Interview*:* This type of conversation included all the questions of the questionnaire and was addressed to an English teacher, in order to get to know his perspective on intrinsic motivation when learning English.

6.3.3. Data Tabulation**:** This technique required tables and graphs to help visualize the results in a dynamic and summarized way.

6.4   RESOURCES

6.4.1   Humans

- ✓ Students of "Eleodoro González Cañarte" Public High School

- ✓ Teacher of the same institution

- ✓ 2 researchers

- ✓ Tutor responsible of conducting the Project.

6.4.2   Materials

- ✓ Copies

- ✓ Computer

- ✓ Standards A.P.A Guide

- ✓ Books

- ✓ Cameras

- ✓ Transport

- ✓ Internet

6.4.3. Expenses

This research paper had a cost of $273 American dollars, which were financed by the author.

CHAPTER V

7. DEFINITION AND SELECTION OF SAMPLE

To achieve the objectives of the research and operationalize the concepts and elements involved in the problem, we worked with a universe of 28 students and 1 teacher. As is shown in the following table:

Table 3 Población

Educative Institution	Baccalaureate Years	Number of students and teachers
Students	First	28
English teachers		1
TOTAL		29

Note prepared by the authors

5.1. Formula to calculate the sample

$$n = \frac{N}{E^2 (N - 1) + 1}$$

6.1.1. Data

n = sample

N = population

E = 0, 1

5.2. Procedure

$$n = \frac{29}{0^2 (29 - 1) + 1} = \frac{29}{0 (28) + 1} = \frac{29}{1} = 29$$

In this way, the sample was obtained to implement the survey to students and do the research.

8. DATA COLLECTION

8.1. SURVEYS APPLIED TO STUDENTS OF BACCALAUREATE IN "ELEODORO GONZALES CAÑARTE" PUBLIC HIGH SCHOOL

1. Does the teacher promote collaboration and interaction among the students indoors and outside the class?

Table 1 collaboration and interaction in the class

ALWAYS	16
VERY OFTEN	11
HARDLY EVER	0
NEVER	1
NO ANSWER	1

Note: prepared by the authors.

Figure 1: Collaboration and interaction in the class.
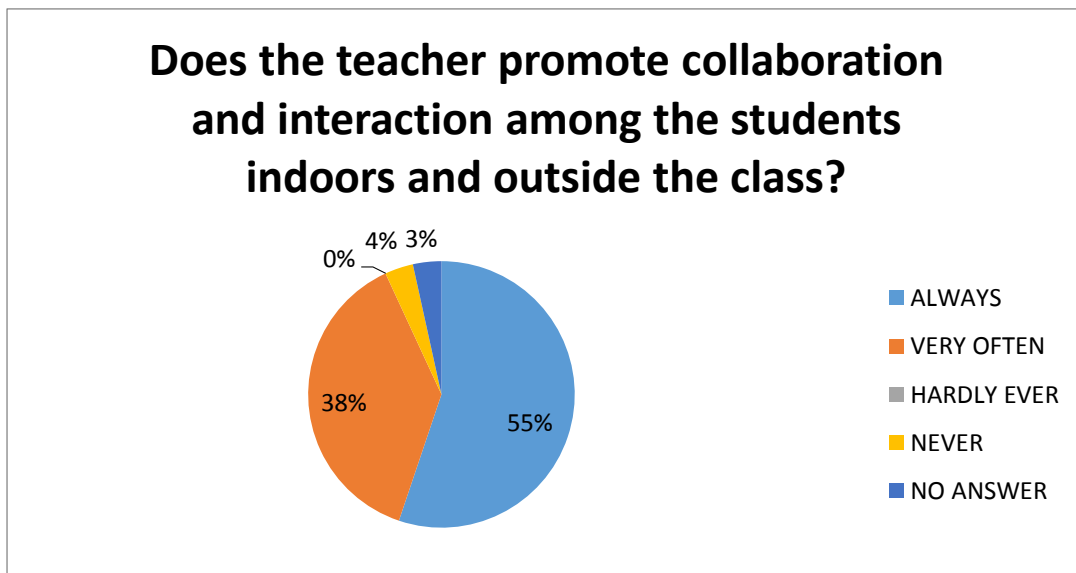
The Students answers were 55% that indicated always encouraged in the classroom, 38% said that it is very often, 4% said he never does it, and only 3% did not answer. It can be seen that there is a spirit of collaboration in the activities and tasks that are developed within the classroom so there is interaction between the teacher and the student, but it can still be improved.

2. Does the teacher promote positive behavior in the class?

Table 2. Promotion of positive behavior.

ALWAYS	15
VERY OFTEN	8
HARDLY EVER	4
NEVER	0
NO ANSWER	2

Note prepared by the authors.
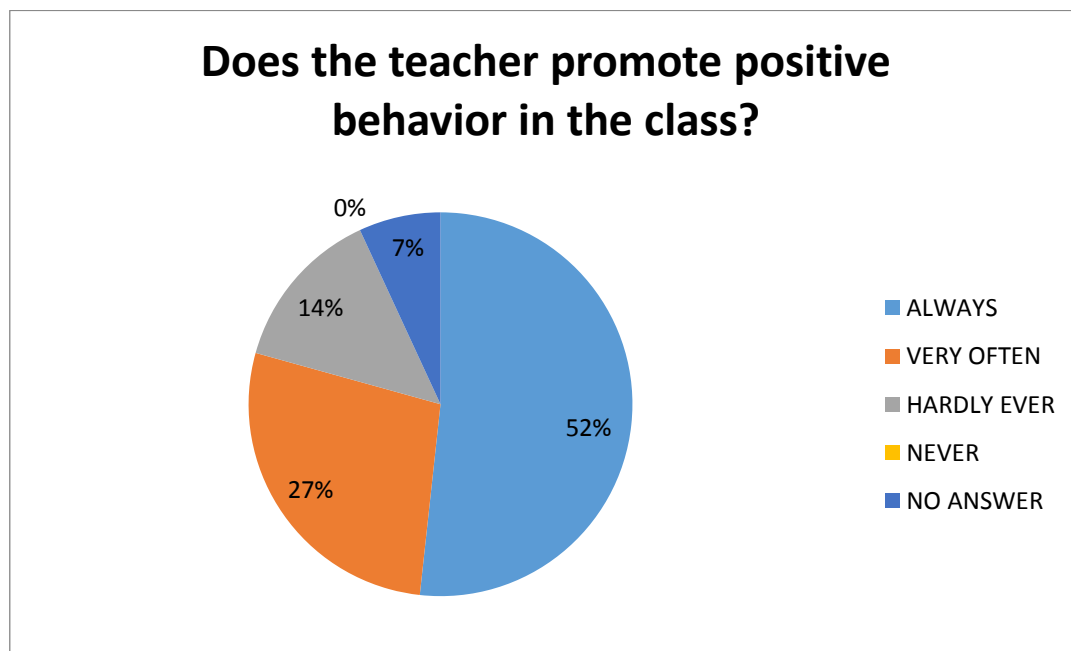
Figure 2: Promotion of positive behavior in the class.

52% of the respondents revealed that the teacher always encourages the student's strengths in the classroom, 27% expresses that he does it very often almost, while 14% say it happens hardly ever and 7% say that never. For this reason, it comes up the need to encourage students during and after the learning of the language in the class in a way that affects positively the process.

3. Does the teacher promote teamwork during the class?

Table 3 Teamwork in the class

ALWAYS	14
VERY OFTEN	9
HARDLY EVER	3
NEVER	2
NO ANSWER	1

Note: prepared by the authors.
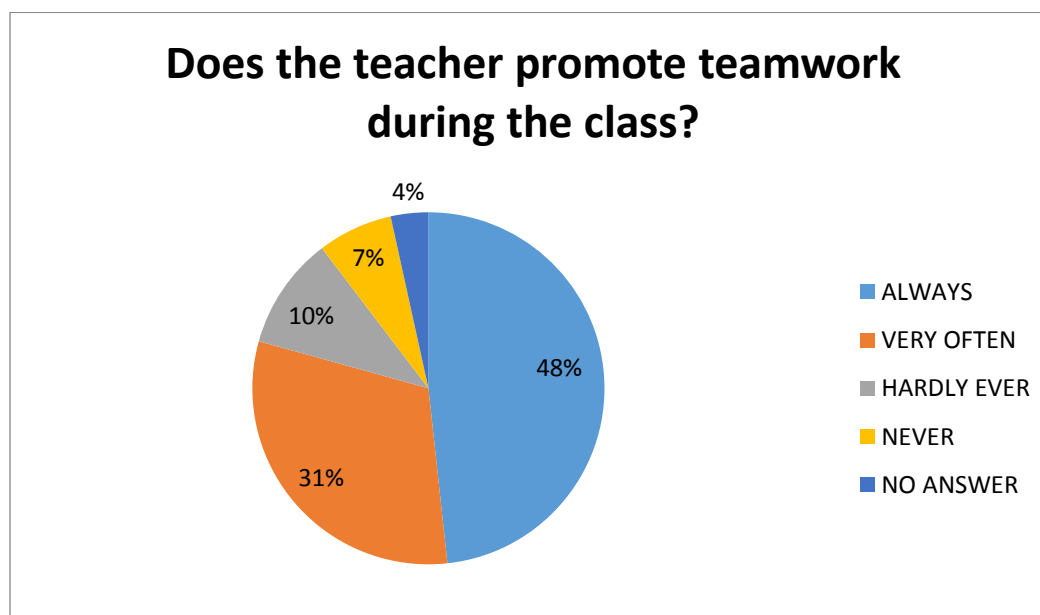
Figure 3: teamwork in the class.

This graph shows that 48% of the staff surveyed pointed out that the teacher always teaches teamwork habits, 31% very often, 10% say that he hardly ever does it and 7% expresses that never.

It is possible to observe the students' need for the teacher to implement habits of performing tasks in groups or couples, so that they can have a good development of the communicative skills that always are need to have at least when work in pairs is carried out.

4. Does the teacher awaken curiosity in the students through the use of problems with didactic solutions that improve knowledge?

Table 4. Improvement of knowledge through solution of problems

ALWAYS	10
VERY OFTEN	6
HARDLY EVER	11
NEVER	0
NO ANSWER	2

Note: prepared by the authors.
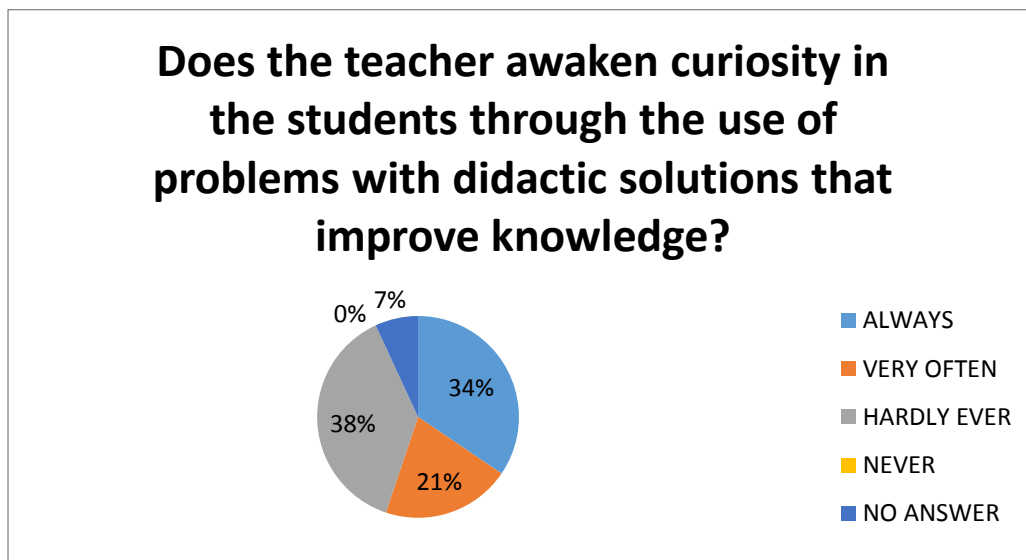
Figure 4: Improvement of knowledge through the solution of problems.

38% of respondents indicated that the teacher hardly ever presented problems for didactic purposes that aroused curiosity to obtain more knowledge, 34% said that always does it, 21% reported that very often, while 7% stated that he never presented these kinds of activities.

For this reason there is a need to motivate students to investigate and obtain additional information that reinforces what has been learned in the classroom, whether it is helped by the content of books or some didactic material.

5. Does the teacher use games or songs to motivate students?

Table 5 Use of games and songs

ALWAYS	7
VERY OFTEN	10
HARDLY EVER	5
NEVER	6
NO ANSWER	1

Note: prepared by the authors.
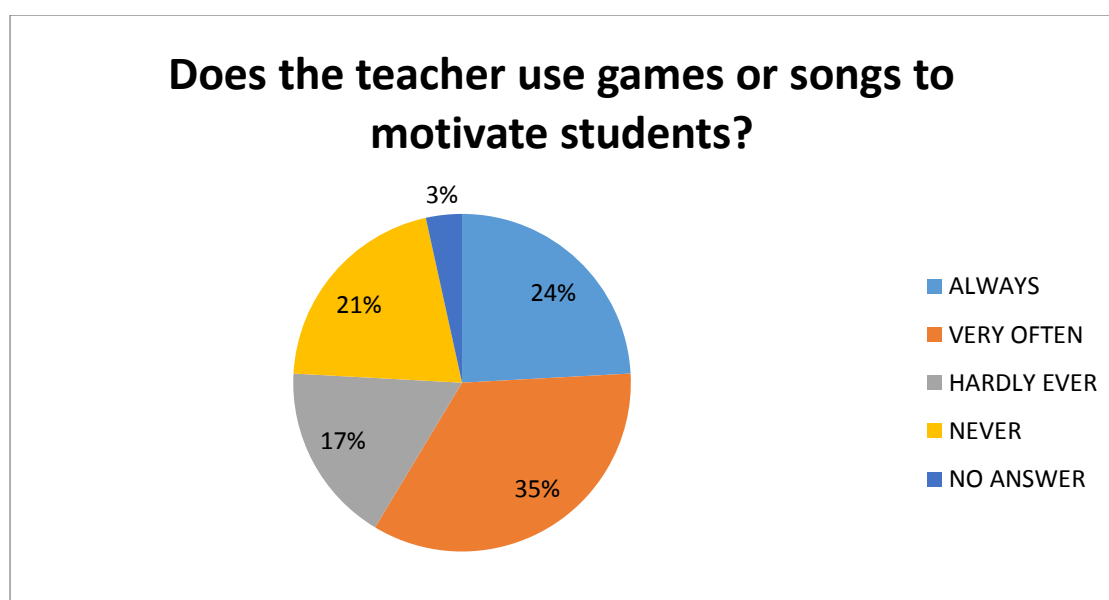
Figure 5: Use of games and songs.

35% of respondents say that teachers very often motivate the student in the process of learning English, 24% report that always, 21% say that never and 17% indicates that hardly ever.

According to the results obtained, 12 out of 29 students do not find motivation to learn English, therefore, teaching becomes monotonous, and thus there is a huge need to encourage students to improve the learning process.

6. Does the teacher apply updated learning teaching strategies in his classes?

Table 6 Use *of updated teaching learning strategies in the class*

ALWAYS	17
VERY OFTEN	8
HARDLY EVER	2
NEVER	1
NO ANSWER	1

Note: prepared by the authors.
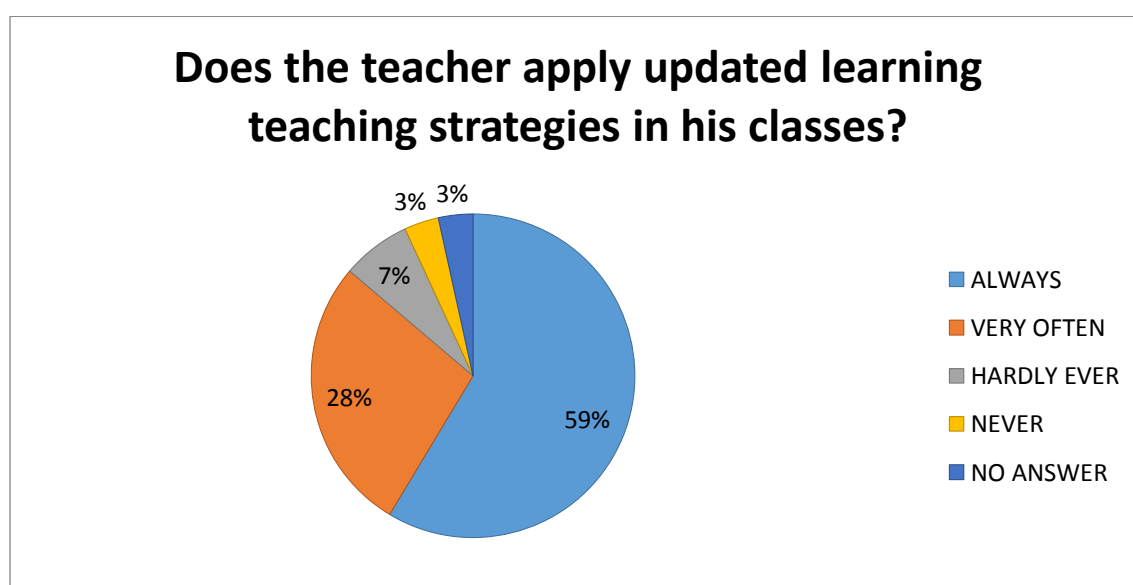
Figure 6: Use of Updated teaching learning strategies in the class.

59% of respondents indicated that the teacher always applies updated learning strategies, 28% reported that very often, 7% indicated hardly ever, while 3% stated that he never did it.

More than half of the respondents say that the teacher always applies updated strategies in the teaching-learning process, which is consistent with the previous question where more than 50% indicates that playful activities are used in the learning process, which demonstrates the importance of these extra activities.

7. Does the teacher use didactic and appropriate examples related to the taught topics?

Table 7 Use of examples related to taught topics

ALWAYS	14
VERY OFTEN	12
HARDLY EVER	1
NEVER	1
NO ANSWER	1

Note: prepared by the authors.
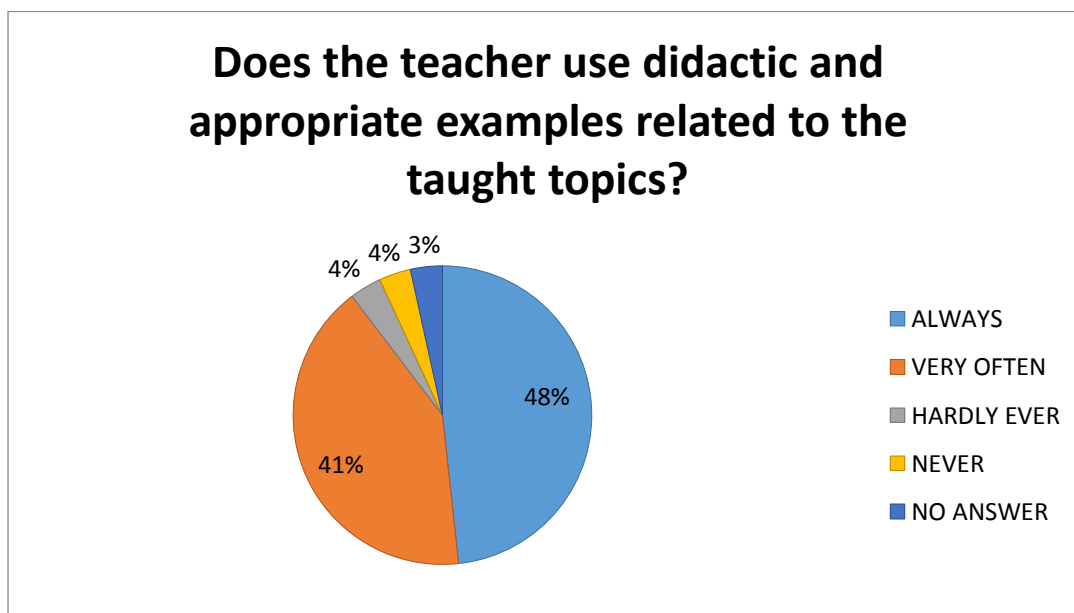
Figure 7: Use of examples related to taught topics.

48% of respondents say that the teacher always presents illustrative and relevant examples to the subject being reviewed, 41% say that very often, 4% indicate that hardly ever and 4% think that never.

As it can be seen students say they have clear examples of how to provide a better understand of the classes that are taught so it is essential to improve in this topic all the time.

8. Are communicative practices applied in class? (Reading, writing, listening, speaking).

Table 8 Communicative exercises applied in class

ALWAYS	25
VERY OFTEN	2
HARDLY EVER	1
NEVER	0
NO ANSWER	1

Note: prepared by the authors.
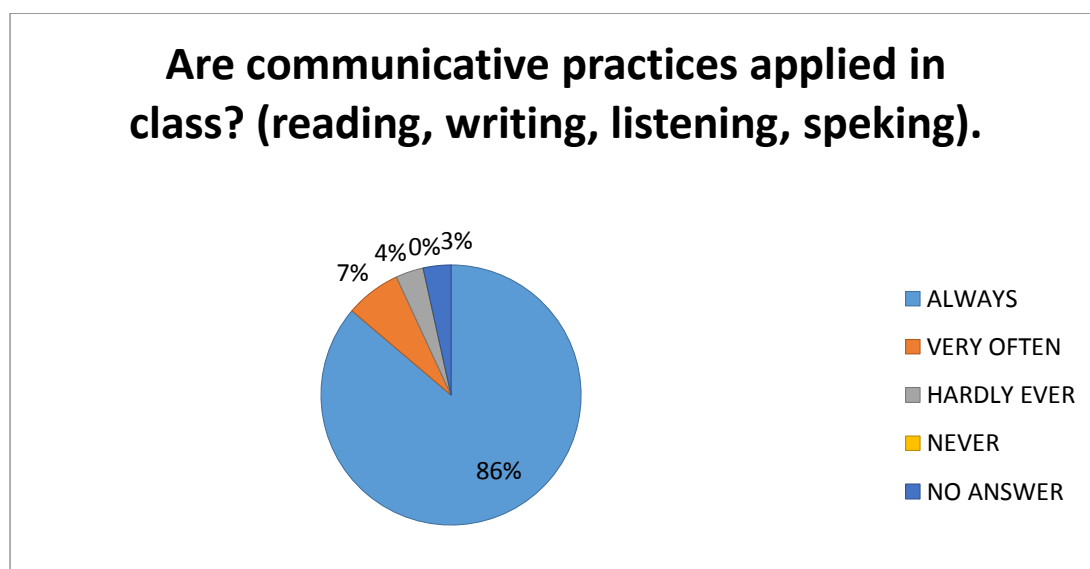
Figure 8: communicative exercises applied in class.

In this question, 86% of respondents say that they always practice all the communicative skills in the classroom, 7% say that very often, 4% indicates that hardly ever, while 3% did not answer the question.

It should be taken into account that not doing these practices in classes will not develop the communicative skills of students; therefore there will be shortcomings in learning.

9. Does the teacher use vocabulary according to the level of students and to the topic?

Table 9 Use of vocabulary according to the level and the topic

ALWAYS	18
VERY OFTEN	7
HARDLY EVER	1
NEVER	1
NO ANSWER	2

Note: prepared by the authors.

Does the teacher use vocabulary according to the level of students and to the topic?
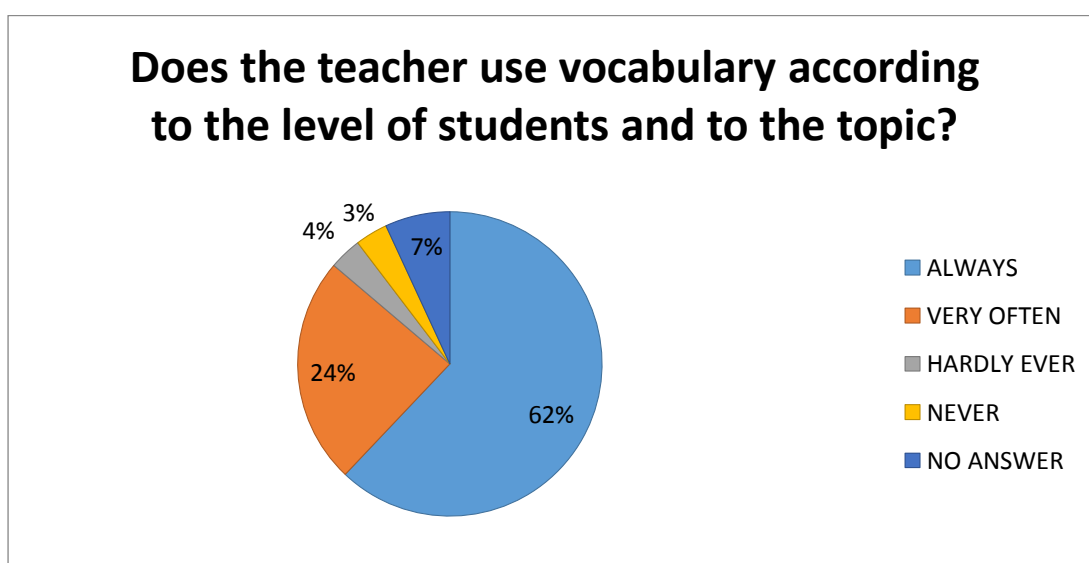
Figure 9: Use of vocabulary according to the level and the topic.

62% of the respondents indicated that the teacher always uses a vocabulary adapted to the level of their students. Another 24% say that very often, 4% say he hardly ever and 3% say he never does it.

There is a need for the teacher to adjust his vocabulary according to the level that he is teaching in his classes, sometimes even in the first levels of English proficiency it is advisable to mention some terminologies in Spanish.

10. If a student does not understand a particular topic, does the teacher change his methodology?

Table 10. Changing in methodology.

ALWAYS	12
VERY OFTEN	8
HARDLY EVER	8
NEVER	0
NO ANSWER	1

Note: prepared by the authors.
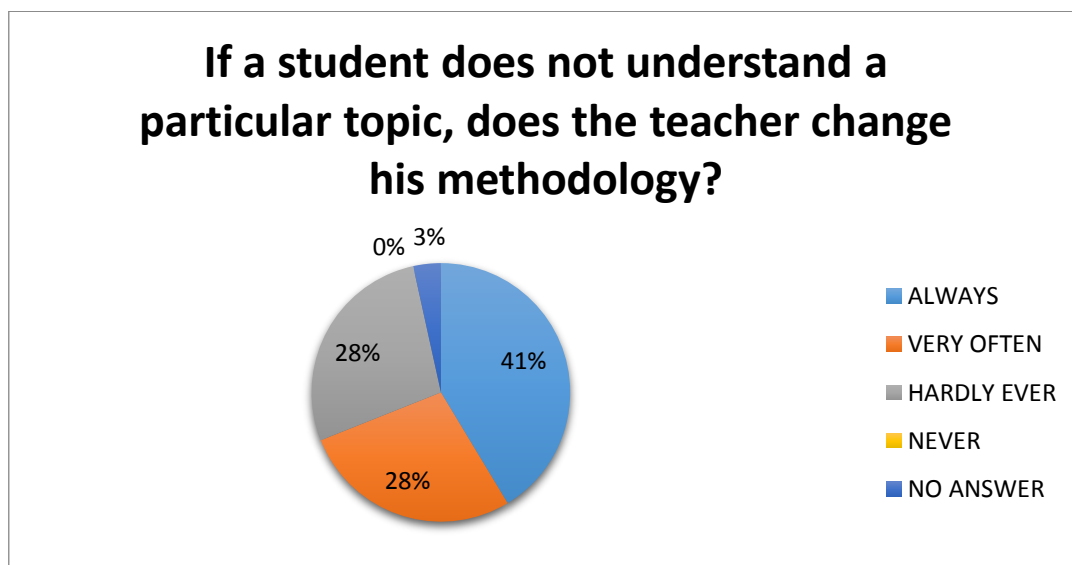
Figure 10: Changing in methodology.

Of the results obtained in this question, 41% of the respondents stated that the teacher always changes his teaching method when the students do not understand some topic taught in class. 28% say that very often, 28% indicates that hardly ever and 3% did not answer de the question.

It can be seen that the students say that the teacher has the sufficient competence to develop with a better methodology the topic treated in class. Therefore, the need for updating in active teaching-learning strategies arises.

11. Does the teacher promote good relationships between students to keep fellowship in the class?

Table 11 Promotion of fellowship in the class

ALWAYS	24
VERY OFTEN	2
HARDLY EVER	2
NEVER	0
NO ANSWER	1

Note: prepared by the authors.
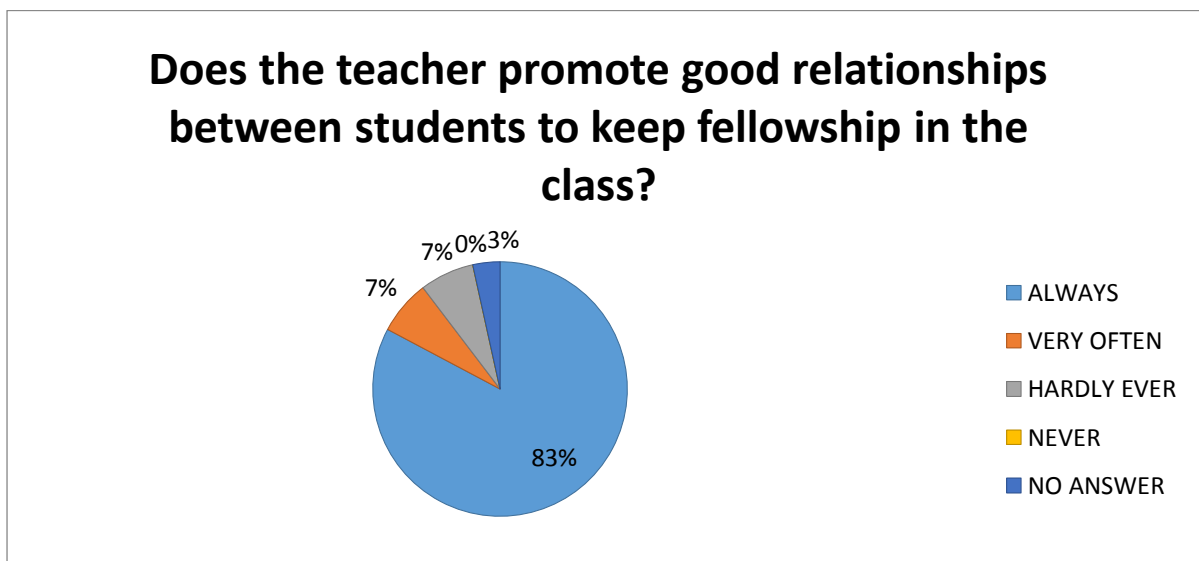
Figure 11: Promotion of fellowship in the class.

This question yields the following results: 83% affirm that fellowship is always maintained within the classroom, followed by a 7% that indicates very often, while 7% said hardly ever.

It follows that the vast majority of students have a relationship of cordiality and camaraderie in the classroom.

12. Does the teacher take advantage of the strengths and weaknesses of students to make them improve in their learning?.

Table 12 Improvement of students made by the teacher

ALWAYS	18
VERY OFTEN	7
HARDLY EVER	3
NEVER	0
NO ANSWER	1

Note: prepared by the authors.

Does the teacher take advantage of the strengths and weaknesses of students to make them improve in their learning?

10% 0% 4%
24%
62%

■ ALWAYS
■ VERY OFTEN
■ HARDLY EVER
■ NEVER
■ NO ANSWER
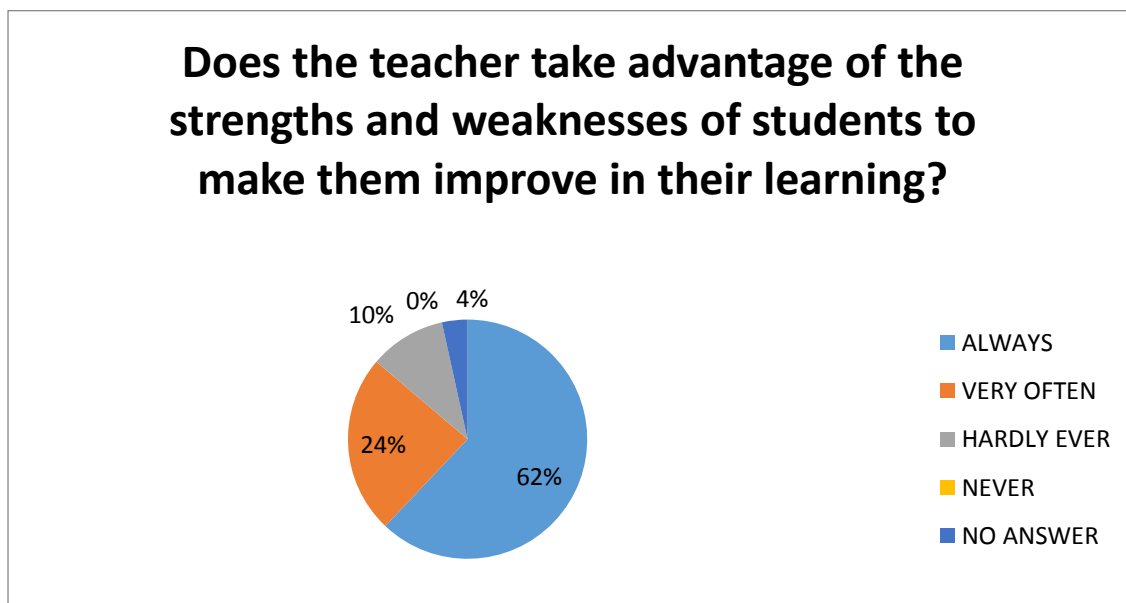
Figure 12: Improvement of students made by the teacher.

According to the questionnaire, 62% of respondents indicate that always and 24% say that the teacher very often draws strengths and weaknesses from his students in order to guide them to improvement.

Students say that their teacher does everything possible to improve their students' communicative skills, but the student should be more encouraged to do so.

8.2   TEACHER'S INTERVIEW REPORT

This is a summary of the interview that was made to an English teacher in the "Eleodoro González Cañarte" Public High School, in order to know the use of motivation techniques in students of English. This interviewee strongly agreed that the motivation is something that must be included not only inside but also outside the classroom. She also explain that the motivation helps the student to behave in a better way indoors and outdoors and that is why motivation seems to be a logical aspect of education. The upgrading of strengthens through the use of group work is essential between learners.

The use of problems with pedagogical aims and the use of games are fundamental in the learning process as well as to keep updated with the new methodologies in teaching. The lack of a laboratory is a problem for them at the moment of practicing all the skills in an integrated way. But they try to use at least a vocabulary that helps the students to have a better understanding of the class and also they use extra resources such as devices and didactic materials.

Extra-curricular activities are hardly ever implemented due to the cost of them. But they try to promote a good fellowship between the students and they try to collaborate with them when they have a problem and in particular when they learning outcomes are not accomplished; guiding the learners to fulfill any doubt. They consider that if the pearing process were much better if technology would be implemented (videos, music, labs and so forth).

To conclude, motivation is really important when learning English but not only the students should be motivated; the teacher also should be motivated and seminars and workshop to improve the four skills is a good way to motivate these teachers as the interviewee stated at the end of the talk.

9. ELABORATION OF RESULTS REPORT

9.1 ACHIEVEMENT OF OBJECTIVES:

To Achievement of the objectives is demonstrated after completing the research in its theoretical and practical part.

9.1.1 General objectives:

To determine the importance of the intrinsic motivation in the classroom and its impact on English learning in students of first year of baccalaureate in "Eleodoro González Cañarte" public high school, during the academic year 2016. More than half of the informants do apply motivational strategies for the development of communicative competences and it is observed that almost 80% of the informants agree that the teacher promotes teamwork habits very often.

They use extracurricular materials because it helps to cover the units of the book or just as an initiative to use didactic materials, updated in what is related to the learning process. Because of this initiative, the teaching becomes interesting and motivating and allows the learners to develop communicative skills, and consequently produces a positive language learning.

This is the reason why the respondents agree on the need to encourage the student to investigate and obtain additional information to reinforce what has been learned in the classroom, as well as develop tasks in groups or pairs, allowing them to have a good development of the communication skills so that they can improve the learning process

9.1.2 Specific objective:

Specific objective #1:

To determine what are the intrinsic motivation strategies used by the teacher in the area of English teaching

Motivation in students has an emotional impact in the development of their communicative skills, thus, it becomes obvious that students need to be motivated to learn a second language. A huge percentage of students enter university to study only as a requirement to achieve the goal of graduation and achieve a third or fourth level degree in the Universidad Technical de Manabí. Therefore, the need for students to be motivated in a way that affects positively the learning process, promoting solidarity and fellowship at any time and place when it is required.

As a conclusion more than 70% of informants want a teacher to help them to be motivated before, during and after the learning process, taking into consideration that learning a new language is to return to a new childhood where they learn with songs, games and dynamics that make learning more interesting as English is, because in this way it is predisposed to learn a new language.

Specific objective #2:

To identify the motivation students have when learning English in the school environment.

The updated motivational strategies favor the development of communicative competences of the students. It can be seen that the respondents indicate that they agree with the motivational strategies used by the teacher, either due to the presence of material or perhaps due to the initiative of using ICT's, consequently there will be shortcomings in learning the language.

Likewise, 60% of the informants point out that most teachers present schemas, charts and conceptual maps and not only present grammatical structures that do not allow the development of speaking and listening skills. There is always a need for the teacher to update his teaching methods / strategies, either by using audiovisual means, extracurricular material that allows him to better off a topic treated in classes and that would allow the student to be involved in real situations that strengthen their language skills.

However, the teacher should take advantage of the strengths and weaknesses of the students and guide them to improve, listening to the concerns they have inside and outside the classroom.

Specific objective #3:

To develop a proposal according to the results obtained in this investigation. More than half of the respondents raised the need for a guide of motivational strategies that stimulate interest in learning a second language. For the classes, in order to be more interesting in the institution, the respondents affirm that it is urgent to create a highly motivating school environment that allows them to know the learner that through ludic activities can begin the change of strategy.

It is not intended to ensure that this can solve all teaching-learning problems of the educator, but it is believed that through these motivational strategies, you can find a more enjoyable way to achieve the goals proposed in education. Informants agree that the students need more creativity on the part of the teacher, as well as ludic activities that make the learning process more interesting, for that reason the importance of a guide of motivational strategies that stimulate the interest in the students for learning a second language

The proposal is approved, and it is imperative to develop an updated guide for motivational strategies for the teacher, which will serve as a support and complement in the classroom of the first levels. The motivation for learning English must be adequately nourished throughout the whole process of learning so that although it has ups and downs it can continue to maintain its driving force in the process aimed at achieving that goal of learning English as a second language.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 CONCLUSIONS

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, the authors of this work have come to the following conclusions:

The majority of students do find motivation at the moment of learning English very influent therefore, teaching becomes interesting and interactive, and thus, the need to stimulate the student through incentive activities to improve the learning process arises.

There is a need for the teacher to adjust his vocabulary according to the level that he is teaching; many times the student of the first levels does not understand the instructions that the teacher gives and he supports his teaching by audiovisual, means of motivation and communication in the learning process, the same material or ICTs.

The teacher needs to practice motivational strategies when working in groups or pairs so students can have a good development of skills as well as encouraging them in the classroom that positively affects your learning process, there is a need to arouse curiosity in students for researching obtaining additional information and reinforcing what has been learned in the classroom.

The majority of teachers do not use extracurricular materials of motivation and communication in the learning process, either for lack of time to cover the units of the student's book or for lack of Initiative to use these current and practical materials in the learning process. For this reason the creation of a guide of motivational activities becomes imperative.

10.2   RECOMMENDATIONS.

During the performance of the study, it could be noticed some necessities students and the educational institution have related to motivation strategies. With this investigation some negative aspects can be balanced in order to enhance the learning process. Due to those expectations it is recommended:

Information campaigns should be carried out on the advantages that learners get from knowing to speak English when looking for a job in any company.

To assign hours of study of English for specific purposes to each major and specialty in order to motivate them to study English as a language. A seminar on active learning and collaborative learning that leads the participation of students in the classroom to be not merely passive like a traditional class.

Need to increase participation and motivation (work in pairs and groups; playful activities; reinforcement of the intrinsic interest for English ...) through communicative and group activities. It is always heard that there are many ways to study, not only with the material that is delivered in the classroom but looking at books, websites, in newspapers, magazines, places where you can find updated and real information.

CHAPTER VI

THE PROPOSAL

"GUIDE WITH MOTIVATION STRATEGIES FOR ENGLISH TEACHERS"

INTRODUCTION

This guide of motivation strategies for the English teacher is the result of the experience gained over the years of study in the area of English, the wise advice of my teachers and the observation in the English classrooms in different levels. In most cases, students have achieved successful results in their learning process.

However, in some cases students have abandoned their intention to learn English because of different causes, many of which are heavily influenced by the motivation or demotivation. This instrument contains didactic activities that improve the environment within the classroom, predisposing to students positively toward learning.

The objective is to encourage both teachers and students to have the habit of being motivated, as to achieve they show interest in this subject is a very big challenge, and indeed most of them show indifference and some others do not like and end up bored, the same situation happens in classrooms and even more so if it is in another language.

To learn English, it is essential to take into account Different aspects, for example, you should opt for topics that are of knowledge or living in their daily activities, only in those way students will be motivated on a continuous basis, as this will improve their English learning. With the presentation of this guide of motivation strategies, what is intended is to consider some techniques that help learners to overcome these issues.

JUSTIFICATION

The development of a guide of motivation strategies is of great importance, as it will help both teachers and students, the strategies are applied pedagogically and influence satisfactorily the learning process, enabling students to improve their performance and enable them to develop their communicative skills.

In the same way this guide will serve as a didactic complementary resource in the process, whose purpose is to develop a more dynamic and motivating English class, or with different activities where students are attracted to learn positively.

With the application of this guide it is expected that in each classroom there will be a more dissipated environment that allows the English classes to be more interactive with the participation of all the students who can develop their communicative skills satisfactorily, thus producing an optimal level of learning in the language for later use in real-world communication situations.

Another fundamental reason that justifies this guide is that the students expressed that the level of understanding is good. However, the majority of teachers do not use extracurricular materials in the process of learning making the class monotonous and boring. Another important aspect is the playful activities in the classroom which increases the motivation in students of the basic levels.

The main beneficiaries with the development of this guide in the teaching-learning process will be the teachers, students and authorities of the institutions where the research was carried out. The contribution that this guide was focused on the educational field with the firm intention of creating in the student the highest level of interest and desire to learn English.

OBJECTIVES OF THE MOTIVATIONAL STRATEGY GUIDE

General objective

Support the teacher through a strategy guide for motivation in the classroom as a valid alternative of support and complement, its purpose is to make the student feel motivated when learning a second language and therefore improve the quality of the process of teaching and learning of students at "Eleodoro González Cañarte" Public High School.

Specific objective.

- To arouse in students the interest to learn a second language through motivational strategies that allows the learner to be motivated in the classroom.

- Analyze motivational strategies in the development of the teaching-learning process of English, through competences: listening, reading, speaking and writing skills.

- To socialize the guide of motivational strategies through a seminar / workshop addressed to all English teachers of the institution, whose purpose will be to be updated in methods and techniques of motivation in the teaching-learning process of English.

- **METHODOLOGY:**

  - Inductive Method

  - Deductive method

- **RESOURCES:**

  - Human resources

  - The community of students and teachers of "Eleodoro González Cañarte" Public High School.

- **DIDACTIC RESOURCES:**

  - Documents

  - Bulletin

  - Board

  - Illustrated sheets

  - Newspapers

  - Magazines

  - Family photos, among others.

- **TECHNOLOGIES**

- Internet

- Data projector

- Computer

- Tape recorder

- DVD's

- CD's

- Television

- Cameras, among others.

Figure 1. Greetings and farewells

"Greetings and farewells"

Objective:

Use simple expressions of everyday life, in a foreign language, such as greeting and saying goodbye.

Activity:

Initially students will verbally practice pronunciation with their Teacher, then they will work in pairs greetings and farewells.

Resources:

Teachers and students

"I stand before my colleagues"

Objective:

Express the phrase "My name is" to your colleagues as a way of presentation.

Activity:

The teacher will ask in English the name of each of his students. What's your name? My name is ...

Then it is reinforced with the use of the following song:

Song:

HI, HI, HI what's your name? (Twice)I do not know you (twice)

What's your name (twice), please.

Figure 3. Simon says.
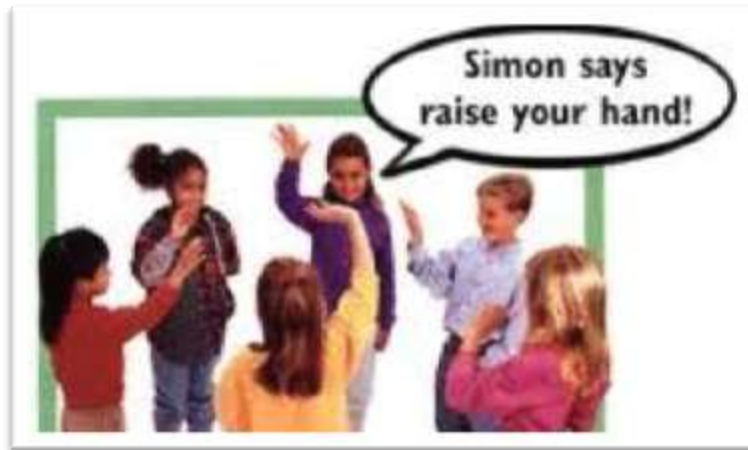
"Simple class instructions: silence, listen, look, sit down, stand-up"

Objective:

To know simple instructions of class as: silence, listen, look, sit down, stand up. "

Activity:

Students are separated in groups will listen to the teachers in English and they must carry out the indicated action. Then, each group will receive an instruction and perform it in front of the whole room.

Assessment:

Students received instruction and performed well the indicated action.

Resources:

Human and didactic.

Figure 4. Visits to museums.

Visits to museums

Objective:

To relate the curricular contents in a real way, applied in visits to tourist sites. There should be a coordination to receive the help of tourist guides in English who will be in charge of helping with this fun activity.

Activity

Before the subject is seen in class it is important to make this visit, the students can take notes related to what is observed and after the teacher's explanation, the student will be able to participate more in class and sometimes that is motivating and the learner will be looking for more information on the given subject which means knowledge.

Figure 6. Sightseeing.

Sightseeing

Objective:

Learn about the history of Portoviejo from the earliest times, as well as characters, important dates, objects, utensils used by them and as they were changing with the time. Reinforcing what was seen in the class in a theoretical way. Visiting a historical site can be an experience unforgettable.

Activities:

Students will be encouraged to select places they would like know, once the places have been selected (For example: The Botanical Garden, The Cathedral, The Pink House, ...) students will be asked to put a lot of attention during their visit, since they will subsequently be invited to write a review of the visited sites and as a final activity they will present in the classroom an exhibition of photographs

Figure 7. Meeting with foreign students.

Meeting with foreign students

Objective:

To share the cultural experiences of foreign students and assess the national culture recognizing that we are all different

Activity:

The foreign student is from an English speaking country; this activity will be coordinated with an institution to provide two native speakers. This activity will be not only real and interesting; it will be fun and enjoyable to engage in a conversation with English speakers

Ball game

Objective:

Reaffirming knowledge gained in a unit

Activities:

Students will be standing in a circle around the teacher. A ball is thrown to a student and the teacher asks a question, for example: "Say a Color". The student responds and throws the ball back to the teacher, and then he throws the ball to another student and asks another question. For more upper levels, the teacher can ask questions such as: "Give me the past participle of an irregular verb". This is a fast game, and is perfect for reviewing the vocabulary.

Song: You're beautiful

Objective:

To develop in students the skill of listening by means of the use of strategies of motivation such as music.

Activity:

The teacher gives each of the students a card with a word of the song or with a graphic that represents the word. Whenever students hear the word during the song they stand, turn and sit again. The words that are used in this activity are according to the theme that has been treated in class so that the students can reinforce their knowledge.

The lucky number

Objective:

To develop in the student a high level of reading comprehension by means of didactic texts.

Activity:

Read the instructions and find your lucky number.

1. How old are you? Write the number in the triangle.

2. What date is it today? Write the number of the day in the circle.

3. How many students are in your class? Write the number in the square.

4. How many letters are in your name? Write the number in the rectangle.

5. Add all the numbers. Write the total in small circles, a number in each circle.

6. Add the numbers of the small circles. Write the total in the star.

This is your lucky number!

RESEARCH PAPER BUDGET.

The expenses have been calculated for the execution and completion of the project is as follows:

Research paper Budget.

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	$ 0,60	$ 60,00
5 texts	Book Rental	$ 1,00	$ 5,00
60 sheets of paper	Printing color	$ 0,25	$ 15,00
200 sheets of paper	Printing White and Black	$ 0,05	$ 10,00
100 sheets of paper	Copies	$ 0,03	$ 3,00
5 CDs	CD recording	$ 1,50	$ 15,00
1	Research paper binding	$ 20,00	$ 20,00
	Transport		$ 60,00
3	Manuals	$ 20,00	$ 60,00
10	Folders	$ 0,50	$ 5,00
2	Plagiarism control of the research paper	$ 10,00	$ 20,00
	TOTAL		**$ 273,00**

Note: prepared by the authors.

11. ACTIVITIES CHRONOGRAM

Table 17 Activities Schedule and Budget

ACTIVITIES	JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRARY	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Topic selection and elaboration of the project	█	█	█																															
Review and approval of the project				█	█	█	█	█	█																									
Selection of bibliographical sources and development of the theoretical framework				█	█	█	█	█	█																									
Implementation of the survey and interview and preparation of statistical tables with their analysis											█	█	█	█	█	█	█																	
Preparation of the proposal																		█	█	█														
Review and correction of the research paper																					█	█	█											
Approval of the research study																									█	█	█	█						
Presentation of the thesis																													█	█	█	█		
Defense of the thesis																																	█	█

62

12.   REFERENCE

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UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE IDIOMAS Y LINGÜÍSTICA

OBJETIVO: Reflexionar sobre el desempeño del docente en el aula con la finalidad de mejorar el proceso de enseñanza-aprendizaje de los estudiantes del idioma Inglés.

INSTRUCTIVO: En la presente encuesta no debe escribir su nombre ya que es anónima, lea detenidamente cada una de las preguntas y sírvase escribir en el cuadrado de la derecha el número correspondiente a la afirmación que el docente crea correcta.

I INFORMACIÓN GENERAL

1.- Condición del informante

1. Directivo
2. docente
3. Administrativo
4. Estudiante

2.- ¿Qué nivel académico posee?

1. Cuarto nivel
 2. Tercer nivel
3. Técnico superior
4. Bachillerato

3.- ¿Por qué decidió aprender el idioma inglés?

1. Necesidad profesional
2. Superación personal
3. Necesidad de viajar al extranjero
4. Para cumplir un requisito de graduación

II INFORMACIÓN ESPECÍFICA

INSTRUCTIVO: sírvase marcar con una X en las columnas de la derecha el número correspondiente a la afirmación que el docente crea correcta a los enunciados según el trabajo del docente.

TABLA DE VALORACIÓN			
SIEMPRE	**CASI SIEMPRE**	**RARA VEZ**	**NUNCA**
4	**3**	**2**	**1**

N.-	ITEM	VALORACIÓN			
		4	**3**	**2**	**1**
1	**MOTIVACIÓN** ¿Fomenta el docente la colaboración y participación de los estudiantes dentro y fuera del aula?				
2	¿Incentiva el docente las conductas positivas y las fortalezas del estudiante en el aula?				
3	Durante el desarrollo de las clases, ¿enseña el docente hábitos de trabajo en equipo?				
4	¿Presenta el docente problemas con fines didácticos que despierten curiosidad de obtener más conocimiento?				
5	¿Se vale el docente de juegos, canciones, dinámicas,… para motivar al estudiante?				
6	**ESTRATEGIAS METODOLÓGICAS** ¿Aplica el docente estrategias de enseñanza-aprendizaje actualizadas en el desarrollo de sus clases?				
7	¿Utiliza el docente ejemplos ilustrativos y pertinentes con relación al tema que se está revisando?				
8	¿Se practica en clases todas las destrezas comunicativas? (leer, escribir, escuchar, hablar)				
9	¿Emplea el docente un vocabulario adaptado al trabajo del aula y al nivel de sus estudiantes?				
10	Si los estudiantes no entienden algún tema, ¿Cambia el docente su método/estrategia de enseñanza?				
11	**RELACION DOCENTE-ESTUDIANTE** ¿Enseña el docente a mantener buenas relaciones entre los estudiantes con el fin de fomentar el compañerismo dentro del aula?				
12	¿Aprovecha el docente las fortalezas y debilidades de los estudiantes para orientarlos al mejoramiento?				

III INFORMACIÓN COMPLEMENTARIA

1.- Considera que el estudiante aprendería el inglés de manera agradable y menos difícil, si el aprendizaje fuera en base a…. (Escriba dos de mayor prioridad)

1. Realizar tareas en casa
2. Actividades lúdicas (juegos, canciones, role-plays,…)
3. Lecturas complementarias
4. Tutorías personalizadas
5. Reforzamiento con vocabulario
6. Explicaciones en la Pizarra
7. Proyección de Videos con guía
8. Clases en el Centro de Cómputo
9. Programas de inglés multimedia
10. otros especifique:_____

2.- ¿Por qué cree usted que los estudiantes que están motivados alcanzan un mejor rendimiento?

1.-_____

2.-_____

3.- ¿En qué aspectos del proceso de enseñanza-aprendizaje debería el docente recibir capacitación y actualización?, cite tres

1.-_____

2.-_____

3.-_____

GRACIAS POR SU COLABORACIÓN.

Annex 2:   Yard of "Eleodoro Gonzales Cañarte" Public High School.

Annex 3: English Classroom.

Annex 4: Students completing the surveys.

Annex 5: Students development the survey.

Annex 6: Delivery of the manual to the teacher of high school

Annex 7: Development of the interview with the English teacher.